

Professional development to promote innovative language teaching: examples from multilingual Luxembourg



Claudine Kirsch

Teachers and teacher educators: Education and professional development for early language learning
TEdELL2020 Virtual
13 November 2020

Fonds National de la Recherche Luxembourg

SCRIPT

UNIL

Multilingual education in ECEC in Luxembourg

Fonds National de la Recherche Luxembourg
SCRIPT
UNIL



➤ How can we change attitudes, knowledge, skills and practices?

- Day-care centre: F, L, (P, I) and many other languages
- Morning circle: several languages, non-verbal communication
- Strong monolingual ideologies in place
- Language-in-education policy (2017): multilingual programme

Professional development

- Definition
- Conceptions of learning
- Effectiveness

Early childhood education in Luxembourg

The project MultiPEC

Insights into practices

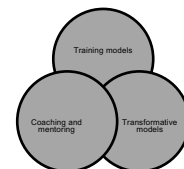
Conclusions

Moritz Ney

Professional development (PD)

Fonds National de la Recherche Luxembourg
SCRIPT
UNIL

- PD is the systematic effort to ensure that professionals are adequately qualified, and to provide them with opportunities to complement, consolidate, and develop their attitudes, knowledge, and skills (Egert, 2015).
- PD is a key method to change professionals' attitudes, knowledge, skills, and practices
- It can be transformative to some extent (Egert et al., 2018; Peleman et al., 2018)



Conceptions of learning (1)

Fonds National de la Recherche Luxembourg
SCRIPT
UNIL



Trainer

Teachers

Own practice

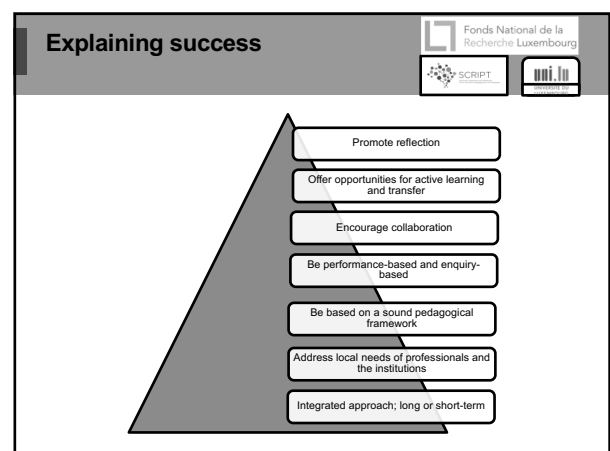
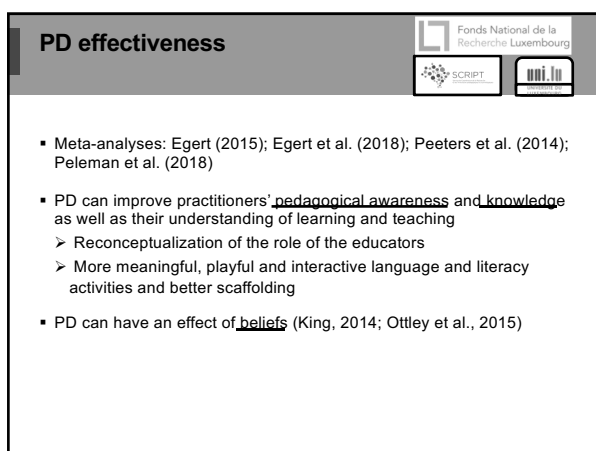
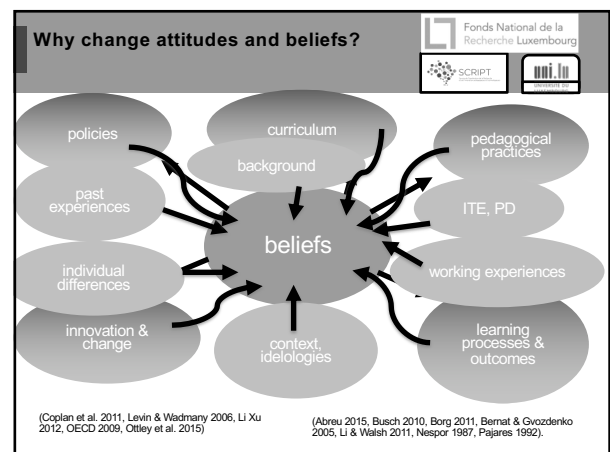
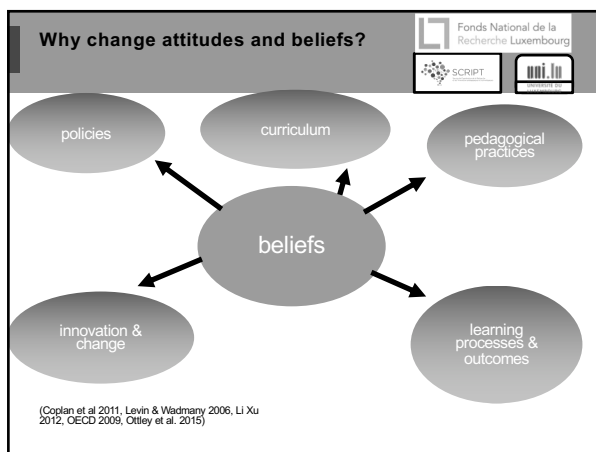
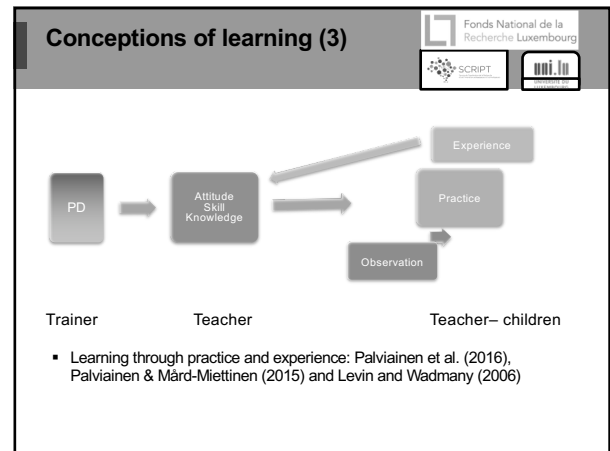
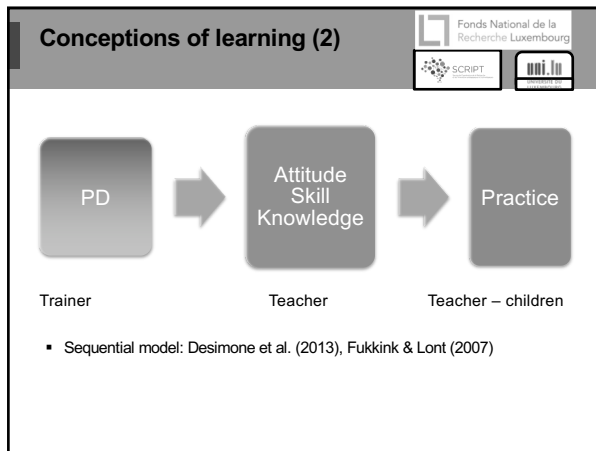
- Bandura's social learning theory
- 'Noticing': identifying noteworthy aspects of a classroom event, understanding the situation, and relating the relevant aspect to theories about teaching and learning (Jacobs et al., 2010; Star & Strickland, 2008)

Conceptions of learning (1)

Fonds National de la Recherche Luxembourg
SCRIPT
UNIL



- Video-recording in language education
- Hamre et al. (2012): identify effective conversational strategies
Teachers in the intervention group were
 - More knowledgeable of strategies
 - More skilled in identifying effective teacher-child interactions
 - More likely to apply them



Professional development

Early childhood education in Luxembourg

- ECEC
- Towards multilingual pedagogies

The project MuLIPEC

Insights into practices

Conclusions




Moritz Ney


Linguistic landscape of Luxembourg

Fonds National de la Recherche Luxembourg

SCRIPT



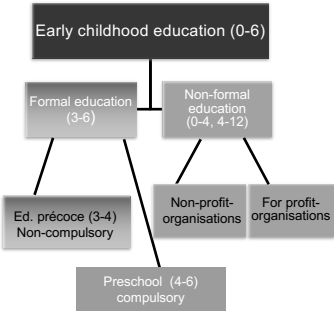
- Societal translanguaging is the norm
- 47.7% of the 626,108 inhabitants do not have Luxembourgish citizenship
- 65.5 % of the four-year-olds speak a language other than Luxembourgish (STATEC 2020, MENJE 2020)




Early childhood education

Fonds National de la Recherche Luxembourg

SCRIPT



- Until 2017: focus on Luxembourgish
- Change of paradigm: towards multilingual pedagogies
- Education law in 2017; 'education plurilingue' (Luxembourgish, French, home languages)





Multilingual approaches

Fonds National de la Recherche Luxembourg

SCRIPT

- Multilingual approaches
 - Human rights (Phillipson, 1998)
 - Index for inclusion (Booth et al., 2006)
 - Council of Europe
- Multilingual pedagogies (García et al., 2017)
 - Translanguaging is legitimate (García & Nelson, 2011, García & Li Wei, 2014)
 - Inclusion
 - Social participation and social equity





Multilingual education

Fonds National de la Recherche Luxembourg

SCRIPT

- Support for multilingualism - in theory - but not always in practice
 - Multilingualism is valued in 'general terms'
 - Focus on the majority language, assimilationist views, use of home language is rare (Datier et al., 2013, Gkaintartzi et al., 2015, Kratzmann et al. 2017, MENJE & INSIDE 2015, Seele, 2015, Viernickel et al., 2013)
- Reviews show
 - Uncertainty regarding ways of dealing with diversity and capitalizing on children's linguistic and cultural resources
 - Inadequate pedagogical skills and knowledge of language learning (Gogolin et al., 2010, Thoma & Tracy, 2012)
 - Strong monolingual ideologies at play; monolingual habitus





Common beliefs and practices

Fonds National de la Recherche Luxembourg

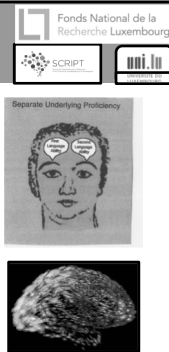
SCRIPT

- Language beliefs: context-dependent, difficult to change
- Complex relationship between beliefs and practice (Li, 2012)
 - Positive relationship in quantitative studies and in some ethnographic ones (e.g., Schwartz et al., 2010)
 - Contradictory relationships (e.g., Kratzmann, 2013)

Common beliefs and practices

- Misconceptions about language learning
 - Home language use is detrimental to the acquisition of the majority language
 - Language separation
 - Native-speaker competence
 - New developments in neurolinguistics, bilingualism and language didactics
 - All languages are permanently activated
 - Language use is dynamic and flexible
 - Drawing on multiple languages can further language learning
- Translanguaging should be strategic, monitored, responsible (García 2009, Mård-Miettinen et al. 2018; Weber, 2014)



Professional development Early childhood education in Luxembourg The project MuLiPEC Insights into practices Conclusions

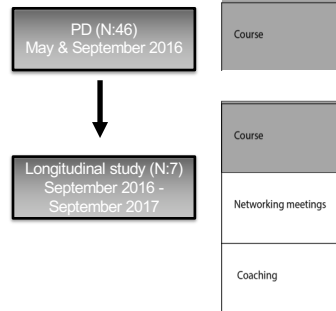
Moritz Ney

Multilingual Pedagogies in Early Childhood (MuLiPEC)

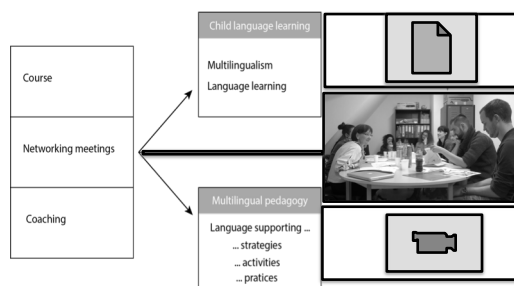
In what ways can professional learning contribute to the development of multilingual pedagogies in formal and non-formal early childhood education settings?



Design



PD: Developing multilingual pedagogies

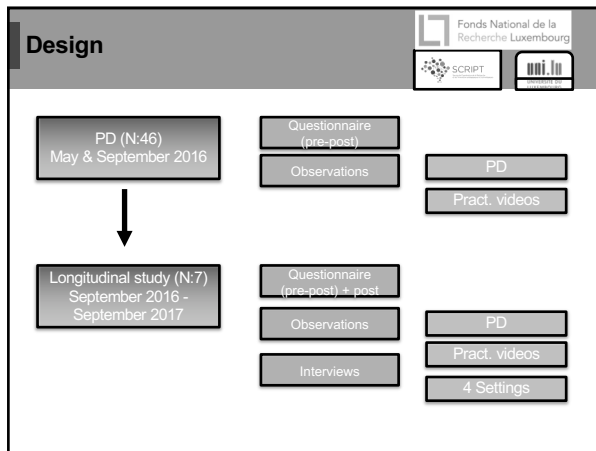


PD: Developing multilingual pedagogies

- Characteristics of our PD:
 - Long-term
 - Integrated (course, network meetings, coaching)
 - Collaborative
 - Inquiry-based
 - Performance-based (e.g. production of movies)
 - Reflection and feedback



(Buschmann & Sachse, 2018; Girolometto et al., 2012; Hardy et al., 2017; Kincheloe, 2012; Stewart, 2014)

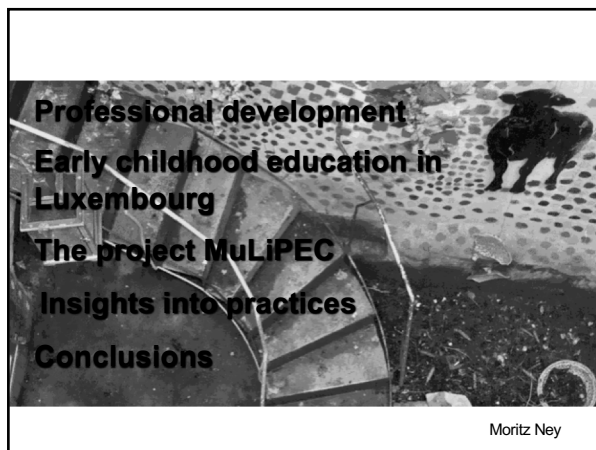


Insights into 3 participants and methods

Practitioner	School	Age	Languages spoken	Qualification	Nr of children	Home languages of children
Ms. Clara	Précoce (South)	30-39	L, G, Fr, En, P	teacher	11	Ar, Cv, Fr, P, SCB
Ms. Jane		30-39	L, G, Fr, En, (P)	caregiver		
Ms. Vivian	Preschool (South of Center)	30-39	L, G, Fr, En, Sp	teacher	18	Ar, Al, Cz, E, Es, F, Fl, L, P

Methods

- 80 observations during 30 days
- 12 interviews
- Data analysis:
 - Paired samples *t*-test, correlational analysis
 - Thematic analysis, SCT perspective on conversation analysis (Seedhouse 2004)
 - Triangulation



Focus on monolingualism

- A highly structured approach focussed on the teaching of Luxembourgish; no time for songs

I am now aware that children learn much more through daily language use than I thought. I had always thought that I had to prepare a language learning activity to teach the language. I was not aware how much the children had already learned (Ms Carla)

Yes, that's it. They learn with the drills I use. But by simply talking to them, uh, children will acquire much more (Ms Jane)

Because I always thought that I take away these few minutes from the children to learn Luxembourgish (Ms Vivian)

(Interviews, September 2017)

Focus on monolingualism

- Reasons for the focus on Luxembourgish (interviews)
 - Language policies and curriculum (Catalano et al., 2018)
 - Maximising time for learning (Rossell & Baker, 1996)
 - Teacher and parental expectations
 - Fear of confusion (Angelis, 2011; Gkaintartzi, 2015; Palmer et al., 2014; Palviainen & Tarnanen, 2018)
- Sceptical attitudes in relation to multilingual approaches

Space for multilingualism

- Openness towards multilingualism:
 - Children are allowed to play in their home languages
 - Conscious use of the home languages to ensure comprehension and meaning-making, and contribute to the children's well-being

At the beginning I spoke a lot of Spanish with him, uh, because I think that children, um, also have to be able to build an emotional relationship with me, and only then can learning processes take place. Only when the child trusts me and the school and feels secure, then the child can learn something. (Interview with Ms Vivian, March 2017)

It helps children feel well, accepted, understood, secure' (interview Ms Clara, September 2016)

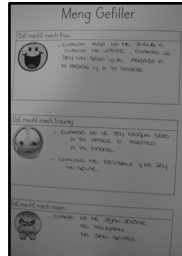
- Understanding of the relationship between well-being, respect, trust, identity-building and learning (Cummins, 2009)

Reflecting and opening up



- PD: reflecting on their practices and questioning them

I became aware how focussed I was on Luxembourgish. Without this professional development, I would never have taught rhymes in German and French... told them stories in a language other than Luxembourgish. I would not have changed my perspective. . . . I became aware that the children did not learn less Luxembourgish when I told them stories in German or French from time to time. (Ms Vivian, July and September 2016)



- Understanding that the use of the home language does not impede language development but furthers it (García, 2009; Langeloo et al. 2019).

Activities in multiple languages



- Implementing activities in languages other than Luxembourgish (PD)

Number of activities per setting	Storytelling	Focused language activities	Ritualized activities	Singing	Art work
Précoce (40)	7	10	10	6	7
Preschool (40)	7	11	10	6	6

	Storytelling	Focused language activities	Rituals	Singing	Art work
Précoce	29%	10%	20%	16%	0%
Preschool	14%	27%	10%	50%	0%

Multilingual learning environment (preschool)



Narrating stories on a similar topic in Luxembourgish, German and French

Offering many opportunities to use language in various situations

Creating monolingual and translinguaging spaces

Keeping to the target language and using HL as a scaffold

Engaging and developing languages through translinguaging

Effect of multilingual activities



- Children enjoyed these activities, were motivated and participated well
- Children and teachers developed a different relationship
- Children continued to develop skills in Luxembourgish
- The practitioners felt liberated

Ms Clara (speaking about not using Luxembourgish the whole time): *I do not know how to say it. I did not feel as enclosed but (...) freer. I noticed much more of the children and I could be more responsive at these moments. I came to know them better. I reacted differently. We got very close to the children. (...) Very different relationships developed.*

Ms Jane: *But they reacted differently as well because we let them communicate in their home language to us and their peers. Children were very motivated and wished to say a lot (Ms Jane).*



Translinguaging in activities



- Flexible language
 - By children in all settings (e.g., free-play)
 - By adults in all settings when needed and possible
- Translinguaging in activities

TL	Story-telling	Activities	Rituals	Art work	N
Précoce	71%	50%	40%	86%	34
Preschool	57%	64%	70%	67%	34

- Monitoring of language use: switching languages if they felt that this contributed to understanding, communication or well-being



Translinguaging: an example communicating, meaning-making, learning



Actor	English translation (Luxembourgish, Portuguese, English)
Ms C	What does he eat?
F	Grapes
Ms C	Grapes? Yes, these could be grapes.
F	Grapes, not red.
Ms C	No. These are cherries
F	Cherries (...) Snail.
Ms C	Yes, this is a snail.
F	A grasshopper, it jumps, doesn't it?
F	Oh, another one.
Ms C	Another one. Snail.
F	Uh, snake.
Ms C	No, it is not a snake, it is a worm. It is a worm (...) What is this?
F	Uh, red and black
Ms C	It is red and has black dots but what is it called?
F	I do not know what it is.
Ms C	Uh, you do not know? That is a ladybird. A ladybird.

- Age: 3,5
- No Luxembourgish at the beginning of the school year
- Interaction in three languages
- Non-verbal communication strategies

Translanguaging: an example communicating, meaning-making, learning

Fonds National de la Recherche Luxembourg
SCRIPT

Actor	English translation (Luxembourgish, Portuguese)
Ms C	What does he eat?
F	Grapes
Ms C	Grapes? Yes, these could be grapes.
F	Grapes, not red.
Ms C	No. These are cherries
F	Cherries (...) Snail.
Ms C	Yes, this is a snail.
F	A grasshopper, it jumps, doesn't it?
F	Oh, another one.
Ms C	Another one. Snail.
F	Uh, snake.
Ms C	No, it is not a snake, it is a worm. It is a worm. (...) What is this?
F	Uh, red and black.
Ms C	It is red and has black dots but what is it called?
F	I do not know what it is.
Ms C	Uh, you do not know? That is a ladybird. A ladybird.

- Interaction-promoting strategies
 - Listen actively
 - Ask open and closed questions
 - Encourage talk
 - Encourage interactions among children
- Language-modelling strategies
 - Give corrective feedback
 - Rephrase
 - Expand/ extend


Change of language activities and communication strategies over time

Fonds National de la Recherche Luxembourg
SCRIPT

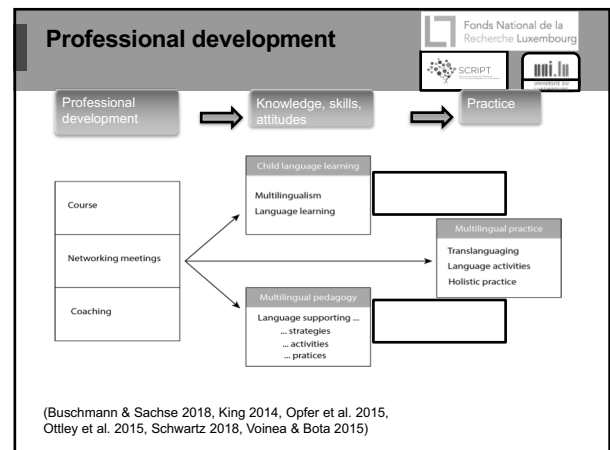
- Classroom design: holistic and multilingual language learning environments: move away from isolated activities
- Children encountered multiple languages in guided activities (e.g., shared reading, memory games, songs, rhymes) and in daily interactions
- Activities provided children with opportunities to hear and use language in a range of authentic situations
- Design of a more child-centred learning environment (Hayes et al. 2013, Joplin et al. 2013) with interactive activities rooted in children's needs and interests
- Use of language supportive strategies; strategic use of translanguaging



Professional development
Early childhood education in Luxembourg
The project MuLiPEC
Insights into practices
Conclusions



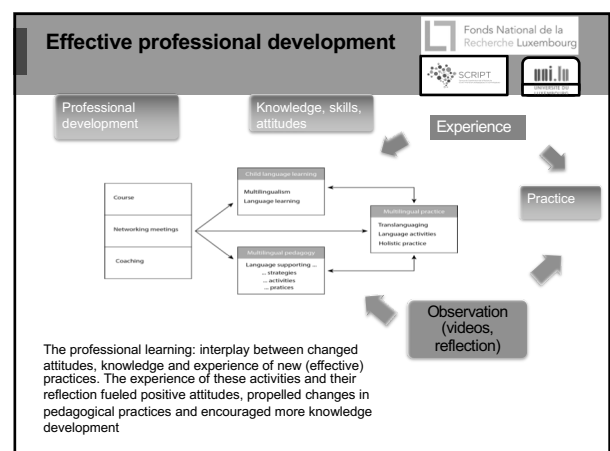
Moritz Ney



Professional learning

Fonds National de la Recherche Luxembourg
SCRIPT

- Development of positive attitudes towards multilingual education (see Kratzmann et al., 2017; Portolés & Martí, 2018)
- Positive correlation between interest in activities in non-institutional languages and activities in these languages (# Kratzmann et al., 2017)
- Deepened understanding of language development (Egert et al., 2018; Peleman et al., 2018)
 - Awareness of the relationship between home language, well-being, identity, and language learning (Cummins, 2000; Kirsch, 2017; Mary & Young, 2017)
 - Language separation
 - Importance of interaction
 - Translanguaging
- Multilingual practices (activities, language use, strategies)
- Towards a translanguaging pedagogy (García et al., 2017) although translanguaging was understood as a scaffold more than a pedagogy




Fonds National de la Recherche Luxembourg

SCRIPT

uni.lu

Summary and conclusion

- Effective PD: Long-term, complex, integrated, collaborative, inquiry-based, performance-based, coaching (Egert et al. 2018; Peleman et al., 2018)
- Relevant factors: Relevance of the country, the local context, the motivation of the practitioners (Buschmann & Sachse 2018, Waters and Payler 2015)
- Transformation of practices in most but not all settings
- Issue: sustainability of this model
- Limitation: Small-scale study
- Implication:
Need to include the management in PD



Fonds National de la Recherche Luxembourg

SCRIPT

uni.lu

Website

➤ See our website for examples of videos, documents and voices of experts
<https://mulipec.uni.lu>





Fonds National de la Recherche Luxembourg

SCRIPT

uni.lu



claudine.kirsch@uni.lu